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ABSTRACT

This paper discusses a faculty development program for new faculty at the M L Sultan Technikon in Durban, South Africa, especially as it relates to faculty development programs at other South African institutions. This associate lecturer training program was designed to provide support and training for newly appointed black faculty who did not meet the minimum criteria for appointment as lecturers but had been appointed in an effort to change the faculty demography to make it more representative of the population in the region. Tenured faculty were included in the program as mentors; it was also hoped that the new faculty would act as catalysts for change at the departmental level. The program was set up 8 years ago and is managed by academic staff; it is responsible only for academic faculty development and is needs-based. New faculty have a probationary period of 1 year. Attendance at the induction/orientation program is compulsory; in addition, workshops, seminars, and individual faculty consulting are available. Participants indicated that the program has had a positive impact on the new faculty, their senior faculty mentors, and the departments involved. Three appendixes provide descriptions of the program and the expected performance outcomes. (Contains 15 references.) (CH)

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Supporting Educational, Faculty and T A Development
within Departments and Disciplines

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New Faculty : Catalyst for Change in Academic Departments

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South Africa

Abstract

The strategic design, planning and implementation of development programmes is critical to the role that faculty development plays as catalyst and change agent within departments and disciplines. The underlying philosophy, criteria for design and the guiding principles for implementation are explored in the paper. The main focus is on such a programme that attempts to integrate the centrally located development initiative by including tenured faculty in the programme.

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Introduction

If one were to reflect on the student experience of tertiary education many images, positive, mediocre and negative are conjured up. Although many faculty/staff do teach well, there are as many who do not or simply cannot. Sykes (1988 : 61), for example, observes the following with regard to teaching in lecture rooms in the United States which is equally applicable to teaching anywhere in the world. Lecturers:

* merely regurgitate the textbook,
* rely on notes prepared when they were younger, more ambitious, and without tenure,
* dwell on their own specialities without bothering to translate the material from the arcane jargon,
* turn their classes into rap sessions, a tactic that has the advantage of being both entertaining and educationally progressive, and/or
* fail to prepare at all and treat their classes to an off-the-top-of-the-head ramble, leaping from topic to topic in what they think are dazzling intellectual trapeze acts, but which usually are confusing, frustrating muddles for the student.

Why is this so? Moses (1993 : 184) provides an overview of questions relating to academic staff and their preparation in terms of the development of knowledge and skills. In terms of the teaching function, most faculty have little or no formal training and thus, the scholarship of teaching is learnt on the job:

> ... there are no agreed standards, no body of knowledge and skills neophytes have to master before allowed practice, no peer review, no accountability as yet. It is a field where the enthusiast has unlimited opportunities for experimentation ... most staff are prepared to suspend scholarly inquiry and base their practice on own experience, trial-and-error or accidental knowledge of different teaching methods.

They unfortunately base their teaching on their own experience of how they were taught, not, perhaps, on how they were stimulated to be successful learners.

In this paper the new faculty development programme at the M L Sultan Technikon (MLST) is reviewed in terms of the South African context. The main reason for the introduction of the Associate Lecturer Training Programme (ALTP) was to provide support and training for newly appointed Black faculty who did not meet the minimum criteria for appointment as lecturers. It was intended that these new faculty would change the faculty demograghy to be more representative of the population in the region. The underlying philosophy, criteria for design and the guiding principles for implementation of the new faculty orientation/induction programme are explored. Tenured faculty were included in the programme in an attempt to use them as mentors while the new faculty could act as catalysts for change at the departmental level.

The underlying philosophy and guiding principles for new faculty development programmes

In terms of generalising criteria for successful faculty development, it would appear that the broad approach adopted by the MLST in this regard is recommended (Naidoo : 1998), viz. an eclectic approach which takes into account the staff's socialization and acculturation, constructivism, is student-centred and staff-centred, and is conducted in an action research context. There must be:

* institutional commitment and leadership,
* institutional incentives for staff growth,
* faculty ownership of the programme, and
* faculty development as an ongoing process.

The following are criteria for the planning and implementation of faculty development programmes in higher education, generally:

* there must be shared vision for faculty development,
* there must be set goals/objectives,
* the programme must be responsive to faculty's needs,
* faculty must be involved in planning the programme,
* the programme must be well planned,
* there must be policies and plans for programme implementation,
* the principles of adult learning in programme implementation must be applied,
* use of internal (faculty) and external (other faculty developers) resources must be made, and
* there must be ongoing monitoring and evaluation of faculty development activities and the programme.

In the case of faculty development programmes, these should cater for the needs of new faculty appointed in higher education who must be supported by the institution in order that they can adjust quickly to fulfil their responsibilities efficiently. The faculty development unit can play a pivotal role in facilitating and supporting the development of new faculty in terms of institutional expectations and goals. Induction programmes need to be carefully planned. Austin (1992 : 103-104), in reviewing the Lilly Endowment's Teaching Fellows programme for junior faculty, makes the following suggestions:

* programmes should address the full spectrum of faculty responsibilities,
* long-term programmes that bring faculty together on a regular basis are preferable to one-time sessions,
* programmes should include personal development skills, e.g., time management, and
* programmes should involve faculty who have been through programmes to lead similar programmes and/or participate on policy committees.

Effective induction can also be achieved through mentoring. According to Jarvis (1992) and Harnish and Wild (1994 : 200) "Change requires a catalyst and peer mentoring can be a catalyst to individual and curricular changes". The activities in the programme may include colleague-

pairing, mentor training, the use of a mentoring agreement, and a multi-levelled series of academic career development workshops, seminars and networking activities.

The following is a list of roles and qualities for a successful mentor as suggested by Kramm (1985). A mentor should be :

* interested in being a mentor,
* a person with stimulating ideas,
* someone interested in discussing others' ideas,
* someone with skills to exchange,
* supportive of change - personal, institutional, educational,
* able to adapt to change in time to influence and control future developments,
* able and willing to give time to the relationship to allow it to develop,
* ready to share concerns with other mentors,
* a coach rather than a counsellor,
* open, inspiring trust and confidentiality,
* encouraging, helping mentors to value their own work and development,
* focused in approach, sharing clear aims, goals or objectives,
* able to inspire confidence,
* deserving of respect without demanding respect,
* able to cut bureaucracy when there are no adverse consequences, and
* able to engender mutual respect in the mentoring relationship.

According to Hoy and Race, new faculty can benefit from mentors by having :

* someone to talk about problems or challenges,
* someone to listen to their experiences,
* experience to draw on,
* someone to suggest practical solutions to problems, and
* someone to confide in regarding hopes, fears and ambitions.

Departments can benefit from mentoring by helping to build relationships, viz. effective collaboration between staff can be a cost-effective form of faculty development for new or inexperienced staff and can initiate change in, for example, innovations in teaching and learning.

The following are eleven features of effective induction as suggested by Hughes and Thackwray:

* provide the first phase of a professional development programme,
* reduce employment costs by reducing labour turnover and making new staff effective sooner,
* help motivation,
* focus on the need to promote academic quality in teaching and in research,
* show the staff development function to new staff in a very positive light,
* build links with and develop existing staff,
* help improve the quality of students' experience,
* explain the institution's mission and aims so individuals can see where their jobs fit in,
* become a source of information flow into the organisation,

* model good practice, and
* get an institutional message across before people get locked into departmental loyalties.

From the above, it is evident that new faculty have to be put through a relevant, well-planned and -delivered orientation/induction programme. New faculty can benefit from effective leadership by heads of department and mentoring. Other activities, strategies and skills included in the programme should adequately develop faculty to meet the challenging demands of tertiary institutions.

Faculty/staff development in the South African context

In the *Draft Education White Paper 3 : A Programme for Higher Education Transformation* (1997: 12), the vision for a transformed system of higher education in South Africa is one that will :

* promote equity of access and fair chances of success to all - irrespective of race, colour, gender, creed, age or class - seeking to realise their potential through higher education,
* meet, through well-planned and co-ordinated teaching and learning programmes, the high-skilled employment needs presented by a growing economy aspiring to global competitiveness,
* support a democratic ethos and a culture of human rights by educational programmes and practices conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order, and
* contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality, and with sensitivity to the diverse problems and demands of the local, national, Southern African and African contexts.

Some of the challenges facing higher education in South Africa are the restructuring of the higher education system, governance and funding, and changes to curricula content and teaching and learning processes. There is general consensus that transformation of higher education should be guided by the principles of equity, redress, quality, effectiveness, efficiency and democracy. With reference to equity and redress the Ministry advocates strengthening academic development structures to promote quality teaching and learning through faculty, curriculum and materials development.

Academic development (AD) programmes were first introduced in the early 1980's to provide support to students to ensure better through-put rates. These student development interventions varied from being foundation programmes, access programmes, supplemental instruction, departmental, faculty and institutional initiatives, and faculty and curriculum development programmes. In order that the current challenges facing higher education are met, faculty development and training will play an increasingly important role. Some of the challenges are, for example, changing student populations, curriculum development and revision in keeping with the principles of outcomes-based education, the training of newly appointed faculty and continuing professional development programmes for all other faculty to enable them to be responsive to the challenges of change.

Technikon faculty, in South Africa, are currently facing difficult challenges of increasing student

numbers, diverse student groups, underpreparedness, heavy workloads, and decreasing budgets (Fisher : 1993). Tertiary institutions, including Technikons have set up staff development units (SDU's) to act as kingpins of support in the change process to assist staff in coping with these demands while maintaining quality education and training. SDU's are performing key development/improvement role functions in terms of faculty professional and personal development. The pressures on faculty to enhance their teaching and research competencies are the result of political and economic developments, and in the case of Technikon faculty, statutory changes. SDU's are also playing a strategic role in the change process which is crucial to the goals of higher education, viz. that of providing relevant, quality, cost-effective education and training.

Although the following describes the status quo of staff/faculty development provision, areas of progress, and prevailing inadequacies of faculty development in the United Kingdom (Guildford: 1990), they certainly apply currently, to many South African tertiary institutions :

* there is increasing staff development activity at institutional, regional and national levels,
* more staff development co-ordinators are gradually being appointed to full-time positions,
* staff development needs are being met in a number of ways which extend beyond the provision of courses,
* institutions are using a wide range of internal and external providers to meet their staff development needs,
* staff development is still often perceived as a peripheral activity which does not form an integral part of institutional and departmental planning,
* much provision of training and development is still ad hoc and patchy with little rationale and underpinning,
* provision is not only erratic but also unbalanced and much more needs to be done for ancillary, clerical, manual, secretarial and technical staff,
* resources for staff development are still inadequate in all aspects, i.e. staffing, finance, space and equipment,
* staff development is not seen by 'management' as the priority activity it ought to be, and individuals lack clearly planned continuing professional development programmes as an integral part of their contracts and work schedules,
* universities (higher education institutions) still have a long way to go before they can claim that they provide adequately planned, recognised and resourced continuing professional development for all their employees.

Induction programmes for new faculty are not yet established at all institutions in South Africa. Rates of participation in induction programmes appear to have risen over the last three years, but this varies widely between institutions. Some institutions have programmes that may lead to the award of accredited professional qualifications. According to the Moyo et al (1997) review of academic development in South African universities and technikons, there are two main types of faculty development programmes, viz. induction programmes for new faculty and continuing professional development programmes for experienced faculty. These programmes are predominantly organised and delivered in-house. Most higher education institutions offer some kind of induction programme. The aims of induction programmes may include one or more of the following :

* offering new faculty a systematic grounding in the knowledge and skills required to teach effectively,
* orientating new faculty to the university/technikon,
* offering new faculty an introduction to their roles and responsibilities, e.g. in teaching, research, administration, consultancy, and
* orientating new faculty to issues related to the transformation of the institution.

The majority of the induction programmes run for between one and four days. Other programmes that run for ten days or more are those which aim to provide a systematic grounding in effective teaching or introducing faculty to their various roles and responsibilities. Topics covered range widely, but typically include :

* teaching methods and strategies,
* how students study and learn,
* academic guidance and support to students,
* support services and facilities in the institution,
* course design and curriculum development,
* feedback and evaluation of courses and teaching, and
* history, structure and organisation of the institution.

With regard to continuing professional development for established/tenured faculty, programmes vary considerably across institutions, but generally have as their aims, providing faculty with regular opportunities to review, update and improve their teaching approach, enhancing established practices, and assisting in monitoring and evaluating the quality of teaching. Typically, such programmes take the form of regular workshops and seminars, occasional conferences and symposia, locally produced resource materials, support for participation in external courses and conferences and release-time from teaching duties. Rates of participation in these programmes, though growing, vary widely and in most cases attract participation from only a minority of mainstream faculty. There are at present little or incentives or rewards for participation by established faculty in their own continuing professional development. Other key factors inhibiting participation include high workloads and the inappropriate timing of courses. Programmes which are likely to be more successful are those which address faculty needs, involve faculty actively, are relevant to their daily work, are scheduled at appropriate times, and are certificated or offer material incentives. Opinion is divided on whether it is constructive to make attendance at such courses compulsory.

The new faculty development programme at the M L Sultan Technikon

In evaluating the MLST faculty development programme and related activities against those of other South African institutions, it becomes apparent that the MLST compares favourably with other institutions. The following provides a brief description of the functioning of the Centre for Tertiary Development (CTD) at the MLST :

* the unit was set up eight years ago as a result of faculty needs,
* it is managed by academic staff,
* the unit has three staff members,
* the unit is responsible for academic faculty development only,

* the programme is determined on a needs-based manner,
* departmental needs assessments are also conducted,
* new faculty have a probationary period of one year,
* attendance at the induction/orientation programme is compulsory,
* the workshops/seminars offered are similar to those offered by other units,
* individual faculty consultation is offered,
* a data base of all faculty development activities is maintained,
* the unit has facilitated curriculum development activities,
* MLST has a subject/programme evaluation system in place,
* the unit liaises closely with the student development unit.

The background to the development programme for new faculty at the MLST is that prior to 1997 it consisted of a two-day orientation programme (introduction to the Technikon) followed by fortnightly sessions/workshops (± 20 for the year). Attendance on the orientation programme is a requirement during the probation year of new faculty. At the end of 1996, the Technikon Management committed itself to transform the staff demography to reflect the population of the region. This meant the recruitment of Black faculty. Employing the regular criteria for recruitment failed to attract adequately qualified Black faculty. Possible reasons for this may include the fact that the private sector and industry were offering better benefits and higher salaries and/or that there were not many qualified Blacks to fill the available posts. Top students were being snapped up into the workforce, sometimes even before they graduated. Graduating students who did not meet the minimum qualification requirements, but demonstrated potential, were employed as Associate Lecturers (one in every department). As part of the policy for the development of new faculty, the MLST adopted a mentoring scheme, viz. a cost-effective form of development for new faculty. Mentors were chosen by heads of department. Mentors had their mentoring time-tabled, viz. they attended the induction programme with new faculty. The Associate Lecturers were allowed a three-year probation period during which they were assigned a mentor (an experienced lecturer from the respective department), they had to attend the Associate Lecturers Training Programme (ALTP) and improve their qualifications, vertically. With regard to their teaching loads, in the first year there was to be minimal teaching, shadow-teaching with the mentor, and a maximum of about five lectures. In the second year the Associate Lecturers were to teach between nine and twelve lectures a week, and have full loads (about twenty lectures) in their third year. All Associate Lecturers were subject to appraisals by their mentors and heads of department.

The CTD was responsible for the provision of training and support to the Associate Lecturers and mentors. This was the first time that the CTD was to provide a development programme that would be attended by both experienced and new faculty. Equipped with a broad theoretical and conceptual framework obtained from the literature and study visits to some UK and South African higher education institutions, the ALTP was conceptualised. The first session with the participants, viz., the new faculty, the Associate Lecturers and their mentor, focused on orientation to the Technikon and what constitutes significant learning experiences. The feedback obtained from participants during this session indicated that for the programme to be meaningful, it could not be an imposed one. It had to be negotiated in terms of faculty needs. The following three sessions were used to design and plan the programme. The evaluation of the Associate Lecturers was also negotiated and decided upon. In the first planning session, participants discussed their needs in small groups. The groups reported their ideas for the training programme

during a plenary. In the second planning session participants were presented with the South African National Qualifications Framework (NQF) Outcomes and asked to discuss in small groups the outcomes for a "Competent and Committed Educator." The objectives and outcomes of the ALTP were based on SEDA's (Staff and Educational Development Association) Teacher Accreditation Scheme, viz. :

* design a teaching programme from the required outcomes that inform the course outline,
* use a wide and appropriate range of teaching and learning methods effectively and efficiently, to work with large groups, small groups and one-to-one,
* provide support to students on academic and pastoral matters,
* design and use a wide range of assessment techniques to assess student work and to enable students to monitor their own progress,
* design and use a range of self, peer and student monitoring and evaluation techniques,
* perform the teaching support and academic administrative tasks involved in teaching effectively,
* develop personal and professional coping strategies within the constraints and opportunities of the institutional setting,
* reflect and construct own personal and professional knowledge, practice, and attitude, assess their future development needs, and make a plan for their continuing professional development, and
* acquire knowledge and demonstrate an interest in the various categories of research, viz. basic, applied and developmental.

The last outcome was added by the group. In the third planning session, the participants were presented with the programme which outlined the roles of the Associate Lecturer, the mentor and the Centre for Tertiary Development over the three-year period (Appendices A and B). This session also focused on the development component of the training programme. Associate Lecturers and their mentors negotiated ***Personal Development Programmes*** in the form of learning contracts. The non-negotiable aspects included, e.g. three-year programme, one-year training, and a 40-hour week while the negotiables included, e.g. observing mentor teaching, teaching with/without mentor present, keeping a reflective journal and compiling a teaching portfolio. The development contracts formed the basis for the evaluation of the Associate Lecturers (Appendix C).

Although the topics included in the programme overlapped to a large extent with the faculty development programmes of previous years, the participants experienced greater ownership and interest with the negotiated programme as opposed to a predetermined one. The regular sessions afforded new faculty with opportunities to meet other new faculty and together reflect on their development/training. In planning and implementing the induction programme, there was input from the new faculty and mentors. As regards the evaluation, open-ended feedback forms were completed by the participants at every session. At the end of the programme, a whole session was spent on evaluating the programme. Participants were asked to reflect on and discuss in small groups which sessions were most valuable and should be kept in the programme, which should be left out, which should be extended (have more time), and suggestions for additions to the programme. The extent of success of the Training Programme, is indicated in the feedback obtained after each workshop session. Both the Mentors and new faculty who attended constantly indicated the need for other faculty to receive similar training and development. Heads

of department were kept informed of the programme on a regular basis. They were given feedback obtained after workshops and kept appraised of their faculties' attendance. Not all the Associate Lecturers were fortunate enough to have their Mentors attend all the sessions. Although it was compulsory that Mentors attend the first session each week, not all of them attended regularly. The feedback from workshops clearly indicates that the sessions would have been more effective if all the Mentors had attended more regularly since the sessions were planned including them as key participants.

The Mentors were selected by the Heads of department. The advantage to the Mentor was that the mentoring was legitimised in that there was a time allocation and more importantly, he/she was identified as a more experienced faculty member. The selection was not in all instances satisfactory since some Mentors were too busy, too judgemental, or were not able to achieve an open or informal relationship. Several attempts were made to ensure greater participation and involvement of the Mentors in the programme. On hindsight, mentor-training could have attained greater involvement and impact.

New faculty as change agents

The M L Sultan training programme demonstrates the inclusion of tenured faculty in the centrally located development initiative. Using an inclusive and negotiated approach at every step of the planning and implementation of the programme ensured faculty buy-in in the change process. The programme is in keeping with one of the recommendations made by Moyo et al (1997 : paragraph 6.47), viz. :

> ... all higher education institutions need to ensure that their teaching staff are adequately trained for the responsibilities required of them, and this will mean setting clear standards for training, making participation a contractual requirement for all new appointees without substantial prior experience of university teaching, developing award-bearing programmes, and ensuring that probationary staff can demonstrate the attainment of acceptable teaching standards as a condition of the award of tenure.

The induction programme at the M L Sultan Technikon is not a one-off programme. The new faculty have interacted with their mentors and other faculty in the programme. The fact that the new faculty and their mentors have simultaneously been part of this centrally-run programme and their departmental operations, they (the new faculty) may be viewed as catalysts for change. This is evident from the feedback obtained from the faculty. The new faculty come into the institution highly motivated and enthusiastic. It is in the best interest of the institution to tap into this positive energy by providing a relevant and stimulating induction programme that will have effective spin-offs for initiating change in other faculty. Having mentors assigned to new faculty and as active participants in the induction programme facilitates the socialisation/adaptation of the new faculty, and also promotes change at the departmental level. The extent to which the centrally-run programme will have an effect on faculty development at the departmental level, institution-wide, will incrementally increase as more new faculty and mentors attend the orientation/induction programme. Although this is the first programme that has included experienced faculty, this initiative has already succeeded in developing other faculty (mentors and established faculty in departments). The induction programme fulfils many, if not all, of the

eleven features of effective induction as identified by Hughes and Thackwray.

Faculty attending this programme can now act as catalysts and change agents within their departments and disciplines. Higher education institutions' central faculty development units are challenged to provide opportunities for ongoing guidance and support in, e.g., addressing the changes associated with transformation, viz. coping with larger student numbers, greater student diversity in backgrounds and prior knowledge, curriculum change and teaching-learning practices. It is intended that this will result in institution-wide review and discussion of new approaches to teaching, learning and assessment, viz. a shift from a traditional teaching orientation to a more reflective, collaborative approach to facilitate and support students' learning and development. Tenured faculty will be able to review, update and enhance their expertise.

Conclus.)n

In this paper I have provided an overview about the nature, structure and design of an effective induction programme. The extent of success of induction programmes is dependent on, e.g. the level of commitment of the participants (management, mentors, new faculty). Induction programmes should not be perceived as compulsory add-ons to the work of new faculty, but as the necessary provision by the institution as part of its strategic management function. According to Powell (1992 : 162) "Individual staff and the institutions need to adopt a positive attitude to change and innovation, to hold a view of the future as something to plan for, keeping it alive, living and reinforcing it whilst having to live through its critical moments." In order that faculty learn to be change agents for themselves, there should be constant self-renewal.

For induction programmes to be effective, faculty developers need to be cognisant of the dynamics of changes at all levels, viz. in the programme, the institutions, nationally and internationally. From the Moyo et al study (1997), it is evident that successful faculty development programmes are those that are informed by faculty needs. This can be accomplished by involving them during the planning and implementation of the programme. This will result in greater sense of ownership and involvement by faculty in their own development. Faculty development programmes which result from institutional policy and planning, should be linked to incentives and rewards associated with promotion and career advancement. Participation is also more likely to be successful if programmes are certificated. Programmes should allow for active participation and collaboration with regard to the design and delivery.

The MLST experience of designing and implementing an outcomes-based induction programme, as described in this paper, provides invaluable pointers for other faculty developers. Review and reflection by the participants at the MLST indicate the positive impact of the programme on them and their departments. Although there are aspects in the programme that need to be revised, the programme on the whole has been successful. Upon successful completion of the programme, the new faculty achievements were celebrated at an official gathering of the new faculty, senior management, heads and mentors. The next step in the process is for the MLST to seek accreditation of the programme as a recognised professional development qualification.

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CENTRE FOR TERTIARY DEVELOPMENT
ASSOCIATE LECTURERS TRAINING PROGRAMME

Aim of the Programme: To provide support and training over a 3-year period to Associate Lecturers in order that they can successfully complete a M4 vertical qualification and demonstrate competence and commitment as educators.

YEAR ONE

ASSOCIATE LECTURERS' ROLE

- Make a commitment to their personal and professional development as Technikon educators.
- Participation in the Staff Development training programme.
- Assume full responsibilities for duties assigned by the department within the parameters set by the Associate Lecturer Staff Development Policy, e.g. 5 lecture periods per week, in second semester.
- Familiarise themselves with South African Higher Education trends and developments
- Focus their development on the following **outcomes** :

* Design a teaching programme from the required outcomes that inform the course outline.
* Use a wide and appropriate range of teaching and learning methods effectively and efficiently, to work with large groups, small groups and one-to-one.
* Provide support to students on academic and pastoral matters.
* Design and use a wide range of assessment techniques to assess student work and to enable students to monitor their own progress.
* Design and use a range of self, peer and student monitoring and evaluation techniques
* Perform the teaching support and academic administrative tasks involved teaching effectively.
* Develop personal and professional coping strategies within the constraints and opportunities of the institutional setting.
* Reflect and construct own personal and professional knowledge, practice, and attitude, assess their future development needs, and make a plan for their continuing professional development.
* Acquire knowledge and demonstrate an interest in the various categories of research, viz. basic, applied and developmental.

MENTOR'S/S' ROLE

- Assist the Associate Lecturer to become familiar with departmental structures and procedure.
- Provide support in the form of consultations, mentoring and appraisal.
- Advise Associate Lecturer on lecture preparation, research resources for lectures, presentation, evaluation and assessment approaches and applications.
- Provide guidance in respect of administration procedures, time management and other related functions.

CENTRE FOR TERTIARY DEVELOPMENT'S ROLE

- Provide support in the form of consultations 1 4
- Co-ordinate and facilitate the twice weekly training programme (See Appendix)

ASSOCIATE LECTURERS' ROLE

- Embark on/continue with higher level qualification
- Assumption of full responsibilities for 12 lecture periods per week.
- Focus on their development in terms of the outcomes identified in Year One

MENTOR'S/S' ROLE

- Provide support in the form and consultations, mentoring and appraisal.

CENTRE FOR TERTIARY DEVELOPMENT'S ROLE

- Provide support in the form of consultations.
- Co-ordinate and facilitate a minimum of a quarterly get-together to review progress.

YEAR THREE

ASSOCIATE LECTURERS' ROLE

- Completion of qualifications
- Assumption of full responsibilities as a Lecturer
- Associate Lecturers to demonstrate the following outcomes:

    * Design a teaching programme from the required outcomes that inform the course outline.
    * Use a wide and appropriate range of teaching and learning methods effectively and efficiently, to work with large groups, small groups and one-to-one.
    * Provide support to students on academic and pastoral matters.
    * Design and use a wide range of assessment techniques to assess student work and to enable students to monitor their own progress.
    * Design and use a range of self, peer and student monitoring and evaluation techniques
    * Perform the teaching support and academic administrative tasks involved teaching effectively.
    * Develop personal and professional coping strategies within the constraints and opportunities of the institutional setting.
    * Reflect and construct own personal and professional knowledge, practice, and attitude, assess their future development needs, and make a plan for their continuing professional development.
    * Acquire knowledge and demonstrate an interest in the various categories of research, viz. basic, applied and developmental.

MENTOR'S/ROLE

- Provide support in the form of consultations and mentoring.
- Appraisal of Associate Lecturer

CENTRE FOR TERTIARY DEVELOPMENT'S ROLE

- Provide support in the form of consultations and workshops upon request by the Associate Lecturer and/or Mentor.

Appendix B

CENTRE FOR TERTIARY DEVELOPMENT

ASSOCIATE-LECTURERS' TRAINING PROGRAMME : 1997

Wksp	DATES	TITLE
		FIRST TERM
1	13/02/97	Welcome New Academic Staff
2a	18/02/97	Planning the Programme 1
2b	**20/02/97**	Introduction to Administration/Support Depts
3	25/02/97	Planning the Programme 2
4	27/02/97	Feedback on Walkabout 1 : Workshop 2
5	04/03/97	A-L Training Programme
6	06/03/97	Micro-teaching
7	11/03/97	Evaluation : Associate-Lecturers
8	13/03/97	Feedback on Micro-Teaching : Workshop 6
9	18/03/97	Presentation Skills
10	20/03/97	Setting Tests and Examinations
11	25/03/97	Team Building
		SECOND TERM
12	08/04/97	Team Micro-Teaching : Mentor and A-L
13	10/04/97	Personnel Department : Policies and Practice
14	15/04/97	Team Micro-Teaching : Mentor and A-L
15	17/04/97	Planning Lectures
16	22/04/97	Feedback on Team Micro-Teaching
17	24/04/97	Report back on Walkabout 2 : Admin/Support Depts
18	29/04/97	Planning Lectures : Practical
19	06/05/97	Presentation of Lecture Plans
20	08/05/97	Ascension Day
21	13/05/97	Vice-Chancellors' Addresses
22	15/05/97	Dealing with Mixed Ability Groups Motivating Students and Classroom Management
23	20/05/97	Team-Building : Reflective Practice Exercise
24	22/05/97	Design and use of media in Classroom
25	27/05/97	Diversity of Intelligence and Learning Styles and The Reflective Practioner
26	29/05/97	Research at a Technikon

Wksp	Dates	Title
27	03/06/97	Team Building : Discussion and Consolidation
28	05/06/97	Self-Evaluation
29	10/06/97	Design and use of media : Practical
30	12/06/97	TABEISA : Dr J Conlon, Mr D Hall, Mr J Makina
31(a)	17/06/97	Study and Research Programme
31(b)	19/06/97	Reflection on Programme
		THIRD TERM
32	22/07/97	Teaching Large Groups, Small Groups and One-to-one
33	24/07/97	Teaching Strategies and Classroom Management
34	29/07/97	Discussion as a Learning Teaching Medium
35	31/07/97	Team Building and Leadership
36	05/08/97	Peer Teaching, Pair Teaching, Educational Development and Support
37	07/08/97	Feedback : Videos of Classroom Practice
38	12/08/97	Student Consultation and Counselling
39	14/08/97	National Qualifications Framework
40	19/08/97	Assessing for Diversity
41	21/08/97	TABEISA : Entrepreneurial Workshop : P Fleming
42	26/08/97	The Multilingual-Multicultural Classroom
43	28/08/97	DACUM 1 : (Introduction)
44	02/09/97	Feedback : Video - Classroom Practice
45	04/09/97	DACUM 2 : (Practical)
46	09/09/97	Feedback :Video - Classroom Practice
47	11/09/97	Time Management
48	16/09/97	Presentation of Project : Outcomes : Peer Review
49	18/09/97	PACE
		FOURTH TERM
50	30/09/97	Study Guides 1
51	02/10/97	Formulating a Proposal
52	07/10/97	Study Guides 2
53	09/10/97	Research : Types and Methodologies
54	16/10/97	Evaluation of 1997 Programme & Planning for 1998

Appendix C

STAFF DEVELOPMENT : EVALUATION OF ASSOCIATE-LECTURERS

PERFORMANCE OUTCOMES	ASSESSMENT/INSTRUMENT METHOD	ASSESSMENT CRITERIA	ASSESSOR/ EVALUATOR
Associate-Lecturer (A-L) will be required to demonstrate the ability to gather and rationally arrange : **1. A Resource File** which must include the following 1.1 all materials provided during workshops for the A-L's Training Programme; 1.2 additional notes and readings pertaining to the topic dealt with collected by the A-L	* Scanning of the file by evaluators in the presence of the Associate-Lecturer	* The Resource File must be professionally presented and logically arranged to facilitate efficient access and usefulness. * Professional presentation including the following: - neat - orderly - logical - attractive - user friendly	* Staff Development * Mentor
2. Teaching Portfolio This should include the following : 2.1 one **study guide** compiled by the A-L, i.r.o. one subject at any level of study;	* Perusal and evaluation in relation to the criteria, by assessors :	* Criteria for assessment will include the following : the study guide must provide : - an introduction to the course or module; - a copy of the syllabus; an outline of the allocation of marks and manner of assessment; - an indication of all knowledge skills and attitude outcomes required of the learner - a glossary; - a bibliography/references	* Head of Department * Mentor
2.2 six **lesson plans** including at least * 1 practical, * 1 tutorial and * 1 lecture	* Perusal and evaluation of submitted documentation by assessors	* each lesson must indicate : - the topic of the lesson - the teacher input - the performance outcomes required i.r.o. knowledge, skills and attitude - the assessment criteria	* Head of Department * Mentor
2.3 a variety of **assignment** topics, **examination papers**, a minimum of ten which must include two examples of each of the above.	* Perusal and evaluation of submitted documentation by assessors	* the topics must demonstrate that : - the lecturer has taken diversity of learning styles and intelligences into account - the lecturer has endeavoured to include the essential learning outcomes identified in the NQF.	* Head of Department * Mentor

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PERFORMANCE OUTCOMES	ASSESSMENT/INSTRUMENT METHOD	ASSESSMENT CRITERIA	ASSESSOR/ EVALUATOR
2.4 **Teaching portfolio** (cont.) One 5-minute segment each of which includes : - large group teaching, - small group teaching, - one-to-one teaching.	* Viewing of segments in the presence of the A-L and joint evaluation of success	* the A-L must demonstrate the following : - audibility and intelligibility; - structured presentation of material; - effective use of audiovisual aids; - effective interaction with learners	* Head of Department * Mentor
3. Programme-evaluation This must be completed with the assistance of the mentor and must include the following: 3.1 From the PACE system: - peer, - student, - and subject team 3.2 evidence of administrative competence	* The feedback types must reflect evidence of : - curriculum development - student feedback - team involvement; * A-L keeps reliable registers, completes accurate schedules for course marks, examinations/ continuous evaluation	* the feedback must reflect evidence that the lecturer : - develops curriculum on an ongoing basis; - satisfies student requirements most of the time; - participates actively in the PACE system. * demonstrated by completed registers, course mark, schedules, examination/continuous evaluation schedules.	* Head of Department * peers * Mentor * Head of Department * Mentor
4. Professional Development Plan : This must include : 4.1 A **written report** on research and qualification improvement 4.2 **Self-evaluation** Report	* The written report on research and qualification improvement will be reviewed by assessors * Completed Self-evaluation Report	* This report must indicate : - a wide, relevant range of reading topic; - satisfactory progress with work in progress; - satisfactory standard of work and presentation in completed modules. - achievements and professional development plan	* Head of Department * Staff Development
5. Panel Interview 5.1 The candidate will be required to make a **five-minute presentation** outlining his/her achievements to date giving indications of the way forward. The candidate will be permitted to refer to ***A Reflective Journal,*** which should record personal development as a professional in an entry of at least half a page once per week. The focus could include development as an Education, Training and Development Practitioner (ETDP) 5.2 The candidate will be **interviewed** by the panel.	* The A-L will comment on his/her introspective assessment of personal and professional growth in response to questions from the panel. The panel will assess the candidate's depth and breadth of knowledge, oral skills and maturity of attitude.	* During the five-minute presentation, the candidate must be able to state clearly and unambiguously what he/she has achieved during the programme, and answer questions asked by the panel succinctly and authoritatively. The Reflective Journal should demonstrate a commitment to self-development and commitment to life-long learning as an educator.	* The panel will consist of the Head of Department (in the chair), * the Mentor, * a Peer, * and a Student representative * Staff Development